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**Education Through Play.** By HENRY S. CURTIS. New York: The Macmillan Company. Pp. 359.

The place of play in education is receiving much more attention to-day than formerly, and teachers must appreciate its importance and make more use of it now than before.

The author of this book treats with clearness and breadth the subject from the standpoint of physical, mental and moral development, and shows the part it should play in the curriculum of our schools.

**A History of the Family as a Social and Educational Institution.** By WILLYSTINE GOODSSELL. New York: The Macmillan Company. Pp. 588.

Every student of general education, and that should include every teacher, in order to get a comprehensive view of the development of the subject must trace the history of the family from early times. The author of this volume has made a very comprehensive study and has produced a splendid work from the standpoint of both sociology and education.

**An Introduction to the Use of Generalized Coördinates in Mechanics and Physics.** By W. E. BYERLY. Boston: Ginn and Company. Pp. 118. \$1.25.

This book consists of five chapters of which the first is an introduction giving some applications to problems involving the dynamics of particles and of rigid bodies. Chapter II is on The Hamiltonian Equations, Routh's Modified Lagrangian Expression, and Ignorance of Coördinates. Chapter III treats of Impulsive Forces, and IV of Conservative Forces. Chapter V gives applications to Physics. An appendix giving a syllabus on Dynamics of a Rigid Body and another on the Calculus of Variations concludes the work.

**Democracy and Education.** By JOHN DEWEY. New York: The Macmillan Co. Pp. 434. \$1.40.

This book is an introduction to the philosophy of education. A philosophy which connects the growth of democracy with the development of the scientific method and points out the changes necessary in both subject matter and method to accomplish the best developments.

Professor Dewey is an original thinker and has given in this volume a good contribution to the philosophy of education.

**Teaching of History in Elementary and Secondary Schools.** By HENRY JOHNSON. New York: The Macmillan Co. Pp. 497.

The greater portion of this volume is devoted to a discussion of underlying principles and their applications to the problems of history teaching in this country. The author believes that boys and girls properly taught can enjoy and profit by the study of history and he gives suggested exercises which his experience has dictated to bring the desired results.